

# Agenda:

- Highlight major points from last session-
  - Introduce Epigenetics
- I-ECMH as an applied practice
- Continuum of Services for infants, toddlers, & families
- Assessments
- Evidence-based Interventions & Treatment Models





# I-ECMH

IMH [social-emotional development] is the developing capacity of the child from birth to 3

- to experience, regulate [manage], and express emotions;
- form close and secure interpersonal relationships; and
- explore and master the environment and learn

*All in the context of family, community, and cultural expectations for young children.*

Handbook of Infant Mental Health





# Brain Development

Born with 100 billion of neurons waiting for connection through synapses



*Neurons that fire together, wire together.*

*-Bruce Perry*



*“There is no such thing as a baby....  
there is a baby and someone.”*  
*-Donald Winnicott*

- Transactional nature to development in relation to the infant's environment
- Development is integrated
- Early experiences matter-
  - Sensitive/Critical periods
  - Epigenetics

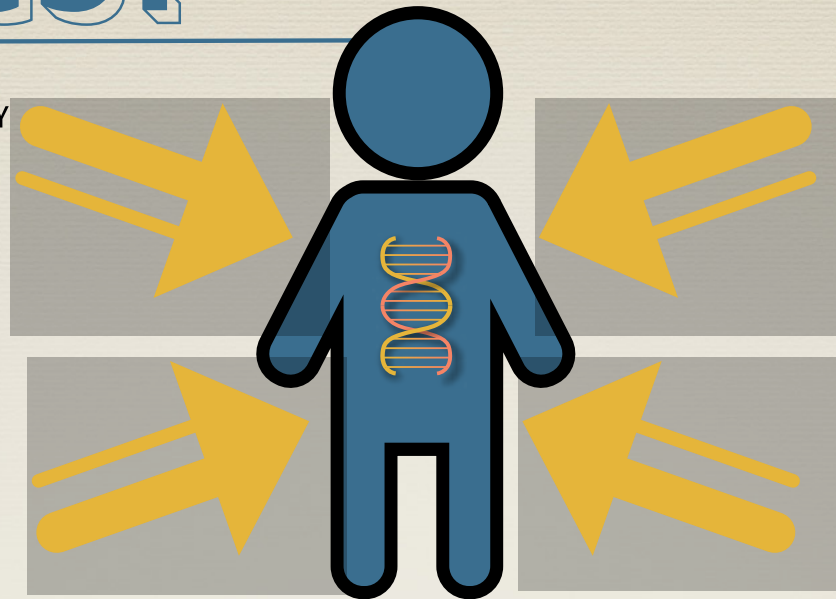




# WHAT IS EPIGENETICS?

Center on the Developing Child  HARVARD UNIVERSITY

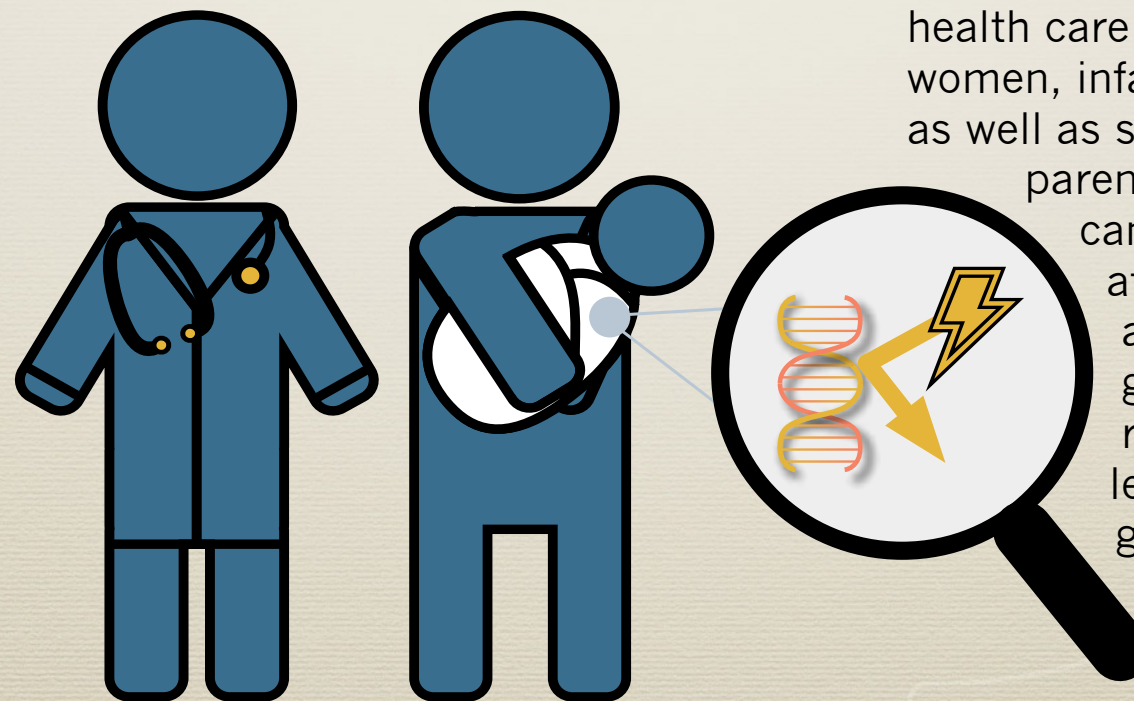
For more information: <https://developingchild.harvard.edu/epigenetics>



This means the old idea that genes are “set in stone” has been disproven. Nature vs. Nurture is no longer a debate. It’s nearly always both!

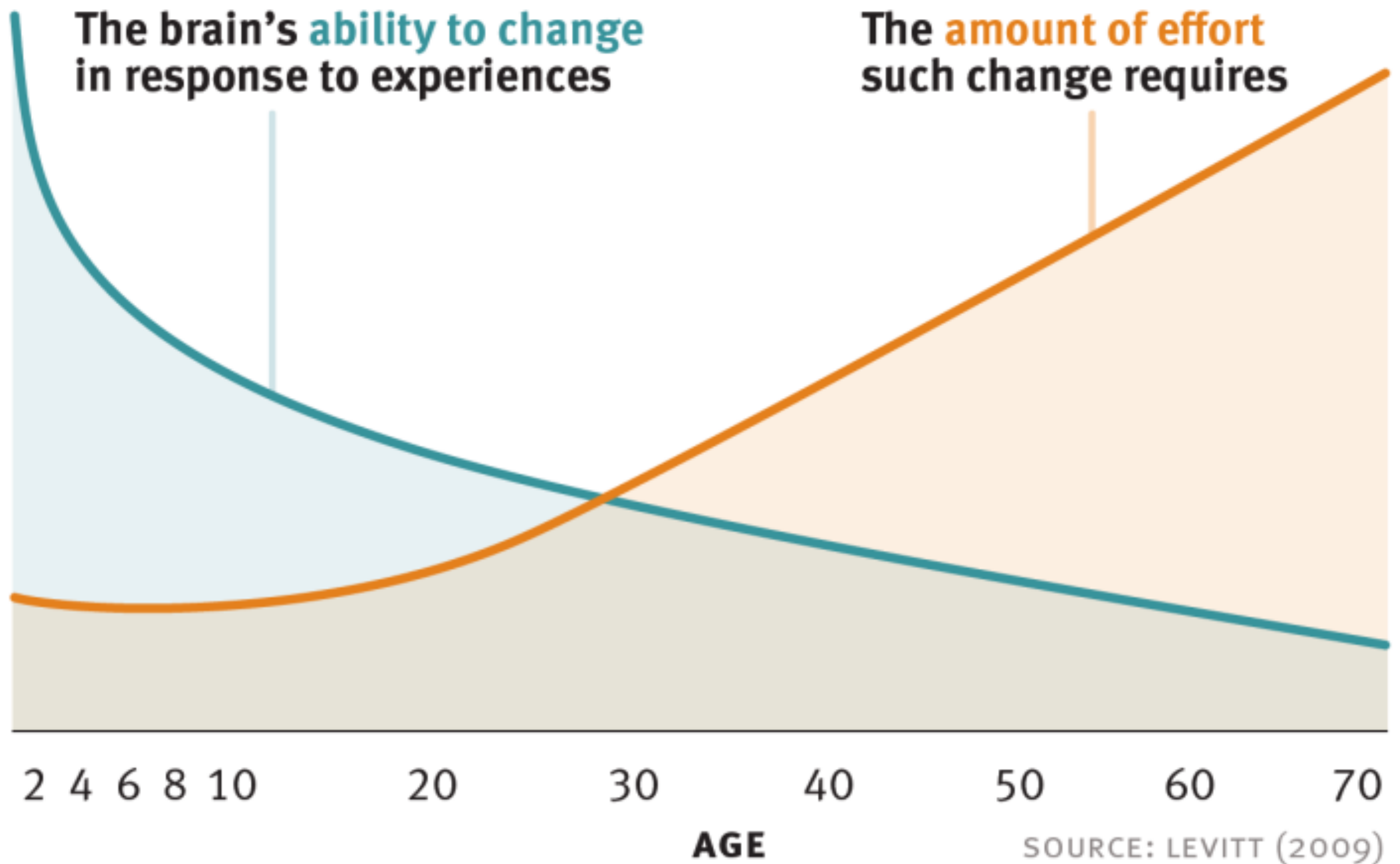
## YOUNG BRAINS ARE PARTICULARLY SENSITIVE TO EPIGENETIC CHANGES.

Experiences very early in life, when the brain is developing most rapidly, cause epigenetic adaptations that influence whether, when, and how genes release their instructions for building future capacity for health, skills, and resilience. That’s why it’s crucial to provide supportive and nurturing experiences for young children in the earliest years.

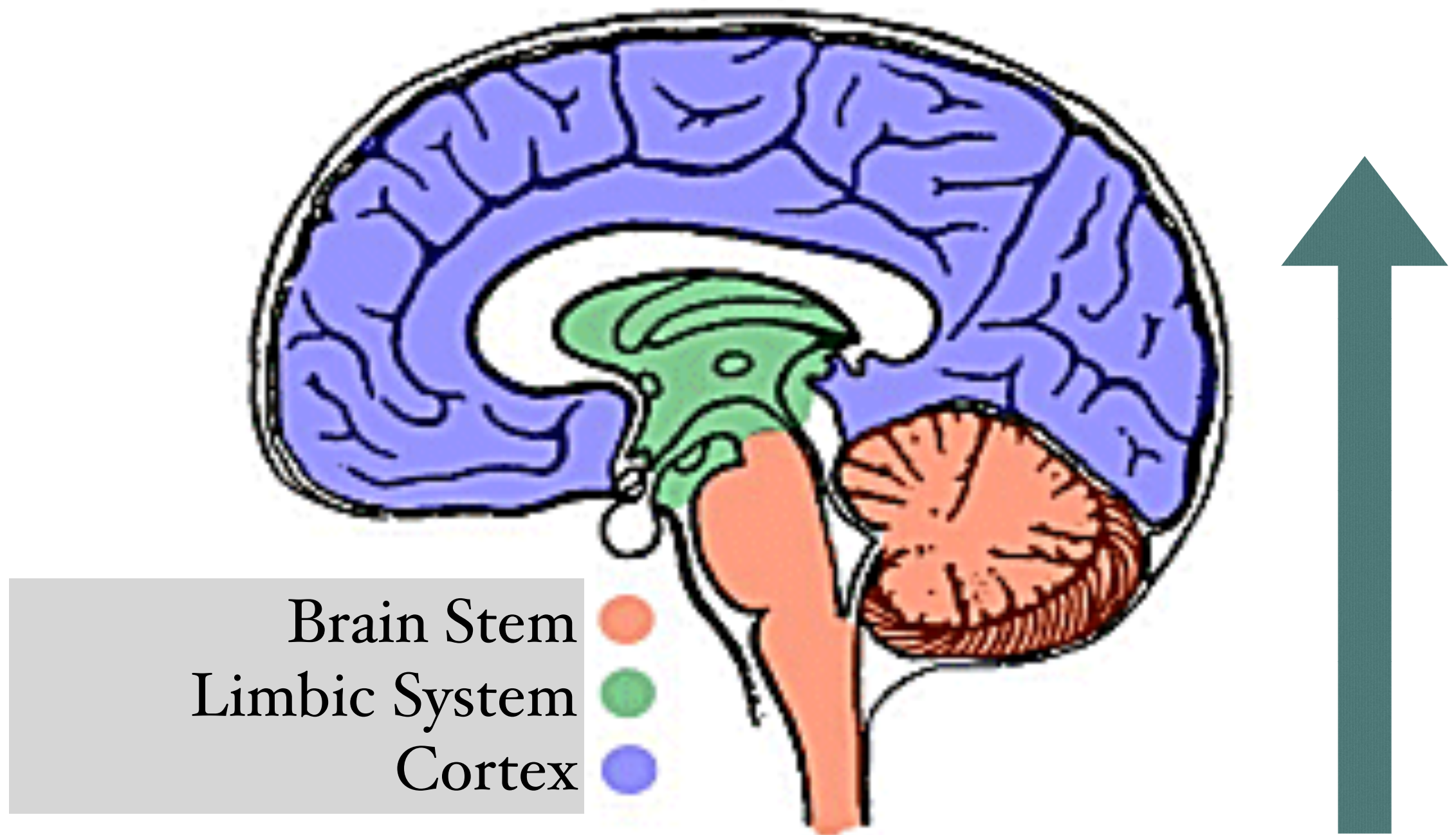


Services such as high-quality health care for all pregnant women, infants, and toddlers, as well as support for new parents and caregivers can—quite literally—affect the chemistry around children’s genes. Supportive relationships and rich learning experiences generate positive epigenetic signatures that *activate* genetic potential.





# Low, Mid, High Brain





# Limbic Region



## Amygdala:

- On-line at birth taking in information from external world
  - Fully developed at about 18 months of age
- Fear receptor of the brain
- Dependent on caregiver for interactive repair thru process known as attunement
- This is important because infants are unable to self-regulate
  - Co-regulation leads to self-regulation

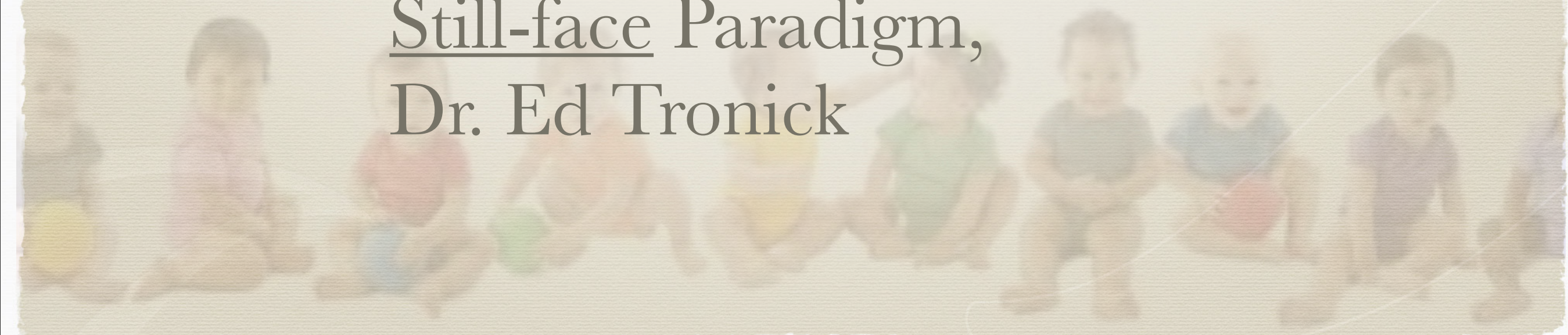




# Still-Face Paradigm



Still-face Paradigm,  
Dr. Ed Tronick





# A Continuum from Stress to Trauma

Normative,  
Developmentally  
Appropriate Stress

Emotionally  
Costly Stress

Traumatic Stress





Risk factors  
are not predictive factors  
because of  
protective factors

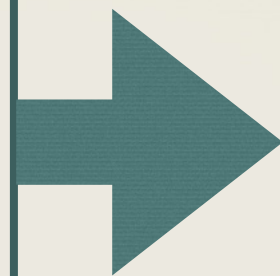
-Carl Bell, M.D.  
University of Illinois Chicago



# Infant-Early Childhood Mental Health

## Continuum of services

- Promotion
- Prevention
- Intervention
- Treatment



Prevention



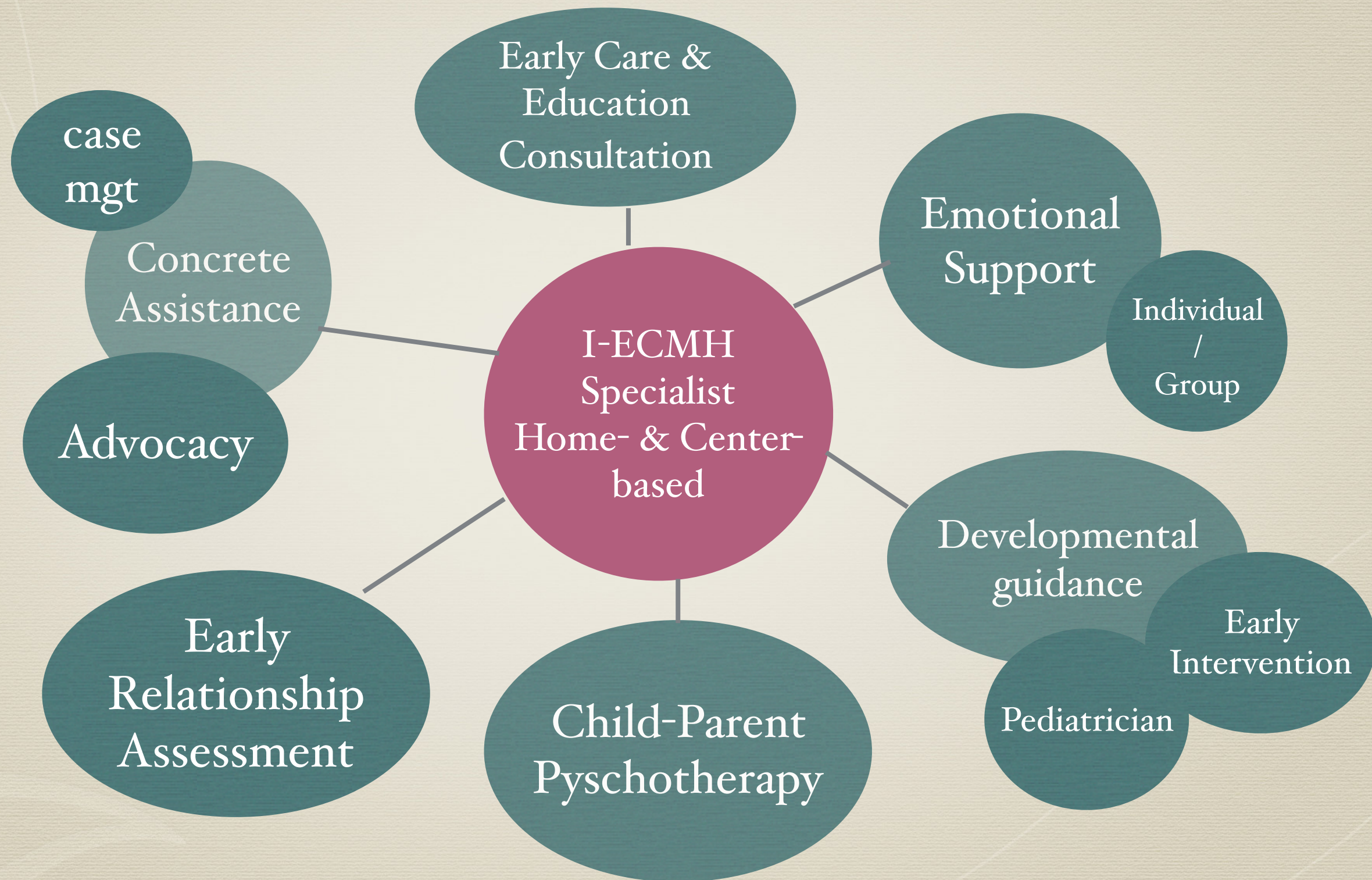


# I-ECMH as applied practice....

- Interdisciplinary (Healthcare, Child Welfare, MH Clinicians, Early Intervention, Preventive Home Visiting Programs, Early care & Education)
- Competency-based
- Focus on healthy relationships
  - Caregiver——Child
  - Caregiver——Provider
  - Caregiver——Community
  - Provider——Provider



# I-ECMH Support Services:





# Screening for services

- ▶ ASQ-SE
- ▶ ACE Scores (Prenatally)
- ▶ Depression Scales for caregiver
- ▶ Parental Stress Index
- ▶ ITSEA & BITESA
- ▶ Trauma Symptoms Checklist for Young Children
- ▶ Child Behavior Checklist
- ▶ Working Model of the Child Interview- Assessment



# Screening for services

Problems last for one month, happen more often, or are stronger than expected for child's age:

- Bodily functions
- Upset by noise, touch, smells, etc
- Serious Developmental Delays
- Frequent Health problems
- Emotional difficulties:
  - anger, tantrums, sad, cries a lot, overly worried or scared, problems separating, overly quiet, shut down
- Challenging Behaviors- aggression, reckless
- Relationship Difficulties
- Responses to a scary event:
  - Avoiding talking, bad dreams, playing the event out, worrying bad things will happen spacing out, jumpy,

## HOW YOUNG CHILDREN SHOW US THEY NEED HELP

When problems last more than one month, happen more often, or are stronger than would be expected given the child's age.

### ☐ Continued Problems with Body Functions

- ☐ Sleeping
- ☐ Feeding or eating
- ☐ Potty training or going to the bathroom

### ☐ Easily Upset by Noise, Touch, Smells, Tastes, Open or Busy Spaces

### ☐ Serious Developmental Delays

- ☐ Speech
- ☐ Motor
- ☐ Social skills
- ☐ Exploration and play

### ☐ Frequent Health Problems (e.g. illness, aches, asthma)

*Young children often show distress through their bodies, which can lead to health problems. See your doctor for all health concerns.*

### ☐ Emotional Difficulties

- ☐ Often angry, irritable
- ☐ Tantrums (stronger and longer than others their age)
- ☐ Sad, cries a lot, hard to comfort
- ☐ Overly worried or scared
- ☐ Serious problems separating, overly clingy
- ☐ Overly quiet, shy, shut-down

CPP Symptom Screener

Screeners available at [childparentpsychotherapy.com](http://childparentpsychotherapy.com)



# DC:0-5- Assessment

- ▶ Diagnostic Classification for Mental Health and Developmental Disorders of Infancy and Early Childhood
  - ▶ Axis I Clinical Disorders
  - ▶ Axis II Relational Context
  - ▶ Axis III Physical Health
  - ▶ Axis IV Psychosocial Stressors
  - ▶ Axis V Developmental Competence



CROSSWALK TO DSM-V AND ICD-10 FOR BILLING



# I-ECMH Services

- Promotion- Public health initiatives and awareness campaigns
- Prevention- Home Visiting Services, such as Healthy Families, Early Head Start, Nurse-Family Partnership, Parents as Teachers
- Intervention & Treatment- Home-visiting and Center-based with master's level mental health clinicians with specific competency training for families with young children



Early Intervention Developmental Services-  
Babies Can't Wait





# Intervention & Treatment, Birth to 5

All require training and certification

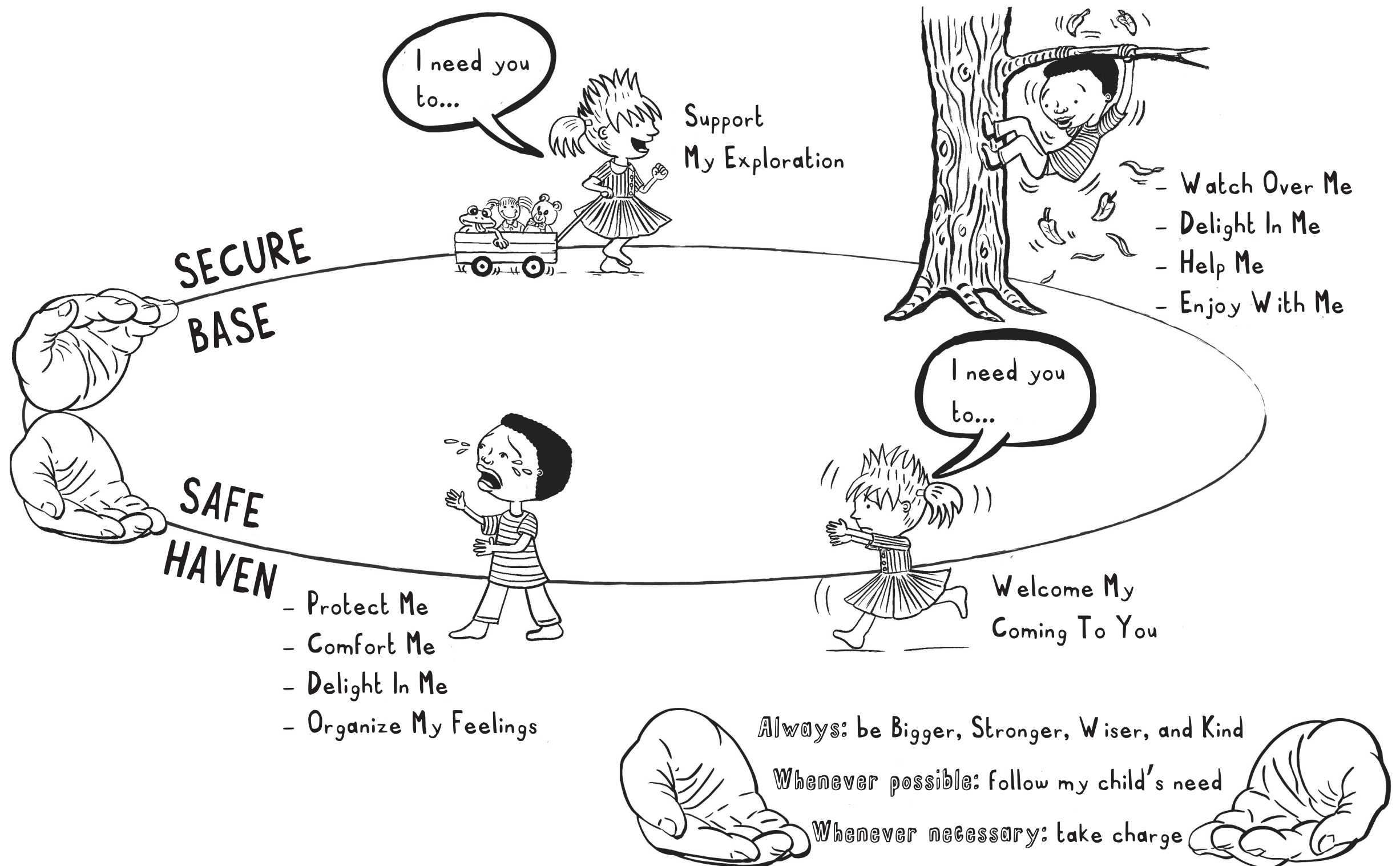
1. Child-Parent Psychotherapy (CPP)- long-term  
[www.childparentpsychotherapy.com](http://www.childparentpsychotherapy.com)
2. Circle of Security (COS, with parents and early childhood educators) [www.circleofsecurityinternational.com](http://www.circleofsecurityinternational.com)
  - 8-week Group with pre-recorded video
  - 20+week Individual with video feedback
3. Parent-Child Interaction Therapy (PCIT)- 12-20 week, Center-based, ages 2-7 [www.pcit.org](http://www.pcit.org)

Treatment end Home-visiting model: Child First, long term and integrates CPP, [www.childfirst.org](http://www.childfirst.org)



# Circle of Security®

## Parent Attending To The Child's Needs





# I-ECMH Treatment Goals

- Increase caregiver sensitivity to see from child's perspective
- Increase nurturing, responsive, and protective child-caregiver relationship
- Decrease problem behaviors in children
- Decrease depression in caregiver
- Improve social-emotional regulation in child
- Decrease abuse and neglect
- Increase family stability and connection to needed services and supports



## Ultimate Impact:

A society that values healthy relationships in which all have equal opportunity to be physically, cognitively, and emotionally-well







# Georgia's IMH Needs

- *Coordinated system of care* for mental health needs of infants and young children with interdisciplinary referral system
- *Workforce development and competency-level training* across agencies and disciplines to effectively serve birth to 5 and their families in the full continuum of services (promotion, prevention, intervention, and treatment)
- *Clear medicaid billing structure and codes* for mental and behavioral health for children birth to 5 and mothers pre- and postnatally
- *Funding streams*



# Return on Investment

*From a policy perspective, it is in society's interest to strengthen the foundations of healthy brain architecture in all young children to maximize the return on future investments in education, health, and workforce development.*

*-Center on the Developing Child, Harvard University*





# Resources

Child Trauma Academy

[www.childtrauma.org](http://www.childtrauma.org)

Zero To Three

[zerotothree.org](http://zerotothree.org)

Center on the Developing Child

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Circle of Security

[circleofsecurityinternational.com](http://circleofsecurityinternational.com)

Child First Home Visiting Model

[www.childfirst.org](http://www.childfirst.org)

<https://www.youtube.com/watch?v=V5HWrktkqto&feature=youtu.be>



# THANK YOU!



© baby as art | *carrie sandoval*

Baby as Art, photo by: Carrie Sandoval



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